WISE Educator Guide

WISE-OnCall
Overall Structure

Depending on your institution’s subscription you may have access to any combination of the following courses:

- **WISE-MD**
- **WISE-OnCall**
- **CARE**

**Disease-based modules**

**Symptom-based modules**

**Addiction modules**

Access modules, module progress, and question progress

Search function
Reporting

To access WISE-MD reports, click on the “WISE-MD” button at the top of the Course page for your program in Aqueduct.

All administrative accounts should see the following screen with an Admin navigation tab where reports can be accessed.

For each report type, the following are applicable:

**Domain:** your institution or program; this will be auto-populated

**Clerkship:** grouping of learners specified by the institution or program. These groupings are created on the backend by the WISE team and are useful for reporting. If you are interested in hearing more, please email wise@nyulangone.org.

**Date Added:** this is the date the user was added to the WISE database. A note on this: users are added to the WISE database the first time they click on a WISE product button from Aqueduct. If a learner does not show up in the search, alter this parameter.
User List

This report will give you a list of users based on the date range you specified. The date range is the date the user was added to the database.

User Progress

This report will give you individual learner reports. If you do not specify names, then you will receive a list of all learners added within the date range specified. Click on the Progress button corresponding to the learner you are interested in to get their report.
User Activity

This report will give you group activity reporting based on 2 date parameters: date the account was added and date of activity. This will show give you a report of multiple learners at once. If you use more than one product (Surgery, OnCall, or CARE) then you are able to filter by product.

The questions and practice cases in WISE are for learner self-assessment only and are not designed to be used for grading purposes other than completion.

There are no reports about the questions available to faculty/administrative staff and learners are able to attempt the questions and practice cases infinite times.

Faculty interested in noting completion of these questions can ask the learners to screenshot the learner facing reports and that image/file can be uploaded.
Access module progress, and question progress

Hover over “Details” for a brief module description and duration

Search function
Introduction

Each module starts by providing detailed information on how a symptom or sign may present.

Underlying causes are covered with their distinguishing features.
Causes

Important diagnostic tests related to various conditions are introduced.

Immediate management steps necessary to avert disaster are explained.

Case

Video dramatizations show the process of gathering information to form a diagnosis and management plan.

Professionalism and interdisciplinary communication are modeled throughout.

Checklists help students take a structured approach to reaching the diagnosis.
Practice

In-depth cases allow students to assess their understanding

Responses are weighted from +2 to -2 to raise awareness of choices that might harm the patient and to more realistically reflect the nuances of clinical decision making

Dr. Green. It’s Janet King on the medical floor.”
“Hi Janet. What can I do for you?” replies Dr. Green, setting down her cup of coffee to attend to the unexpected call.
“We have a Mrs. Scott on our floor. She’s a diabetic patient who has peripheral vascular disease. She was admitted a few days ago for treatment of a non-healing ulcer. She is complaining of severe pain in her right upper abdomen. She is clearly uncomfortable and pretty upset. I’m not really sure what’s causing her pain and was hoping that you could come by to have a look.”
Dr. Green wonders if the patient had this problem at the time of admission and asks, “How long has this been going on?”
“When I checked on her earlier she was fine. She had lunch sometime after that and she was able to eat. She’s on a restricted diet because of her diabetes. That was several hours ago.”
“I see. OK. I’m heading up to you now. Should be there in a few minutes. In the meantime, please get a new set of vitals. And I’d like to take a look at her chart as well.”
The nurse thanks Dr. Green for her prompt response. “Sure. I’ll have the vitals and her record ready for you when you get here.”
“Thanks. I’m on the way.” Dr. Green tosses the unfinished cup in the trash and heads to the nurses station.